



A serene landscape at dusk or dawn. The sky is a mix of purple, pink, and blue, with a faint aurora borealis visible. The water in the foreground is calm, reflecting the colors of the sky. Silhouettes of trees and a log are visible on the right side. The text "INDIGENOUS LAND ACKNOWLEDGMENT" is centered in white, bold, uppercase letters. There are four white corner brackets in the corners of the image.

**INDIGENOUS LAND  
ACKNOWLEDGMENT**

# INTRODUCTIONS

BERNARD SOONG, VICE PRINCIPAL, KILLARNEY  
SECONDARY, VSB

DR. JENNA SHAPKA, CYBERTEENS Lead Researcher,  
University of BC

TODD SCHLEYER, SAFER SCHOOLS, VSB

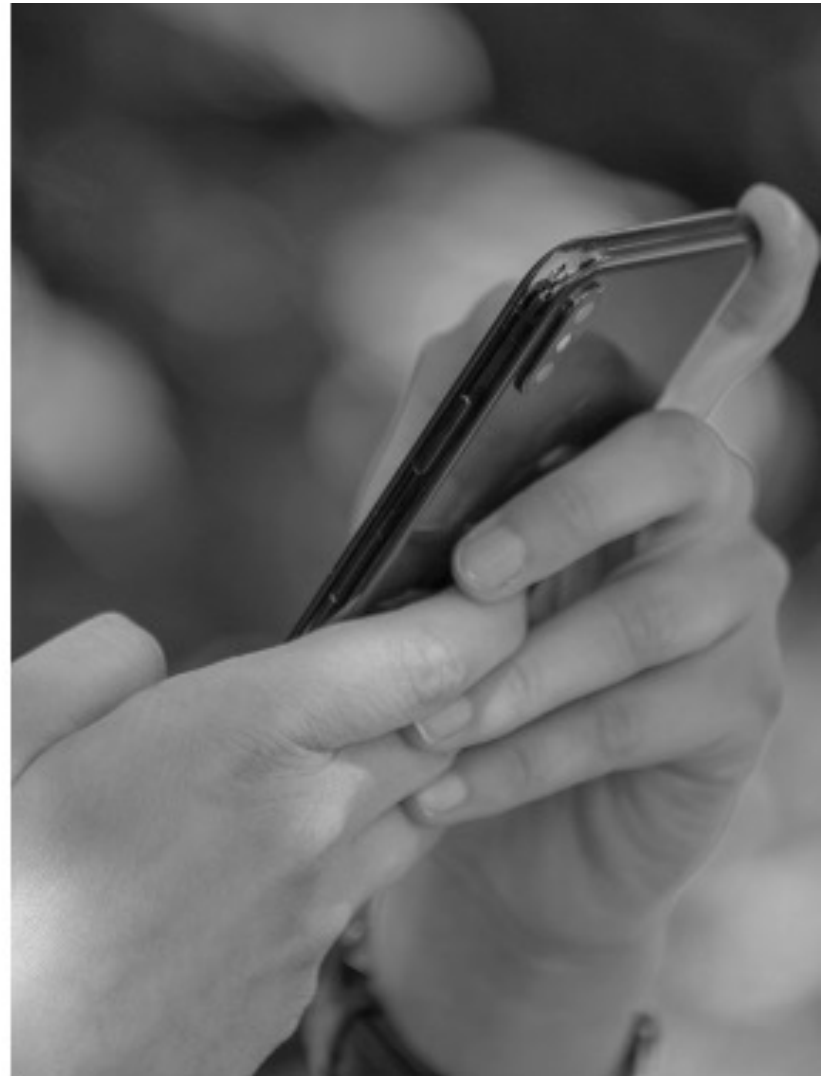
# CyberTeens: What The Research Tells Us

Dr. Jenna Shapka

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THE UNIVERSITY OF BRITISH COLUMBIA

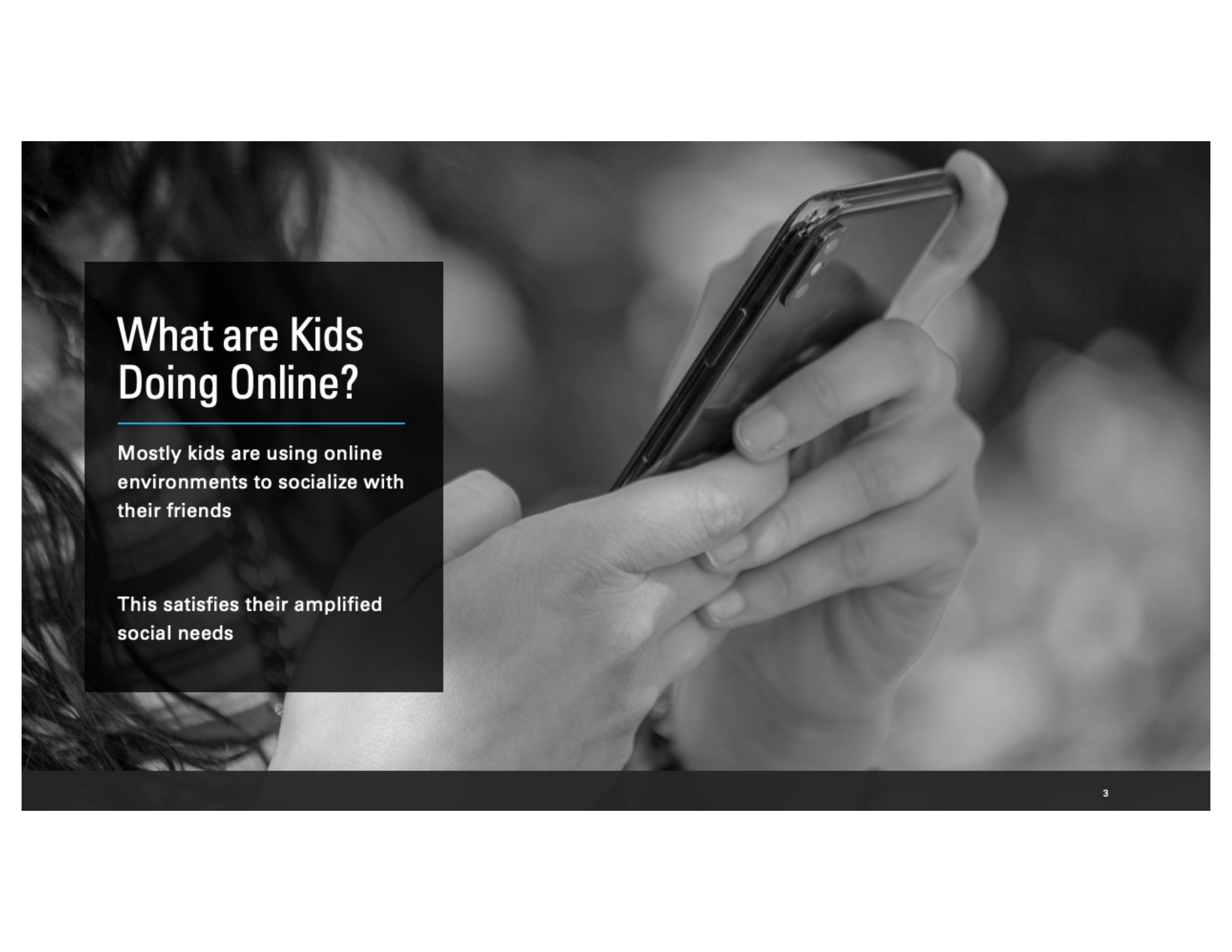


# Take-Away from Today

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The impact of technology on the lives of adolescents is complex.

The biggest protective factor for your kids is the relationship you have with them.




## What are Kids Doing Online?

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Mostly kids are using online environments to socialize with their friends

This satisfies their amplified social needs





## COVID-19 & Social Isolation

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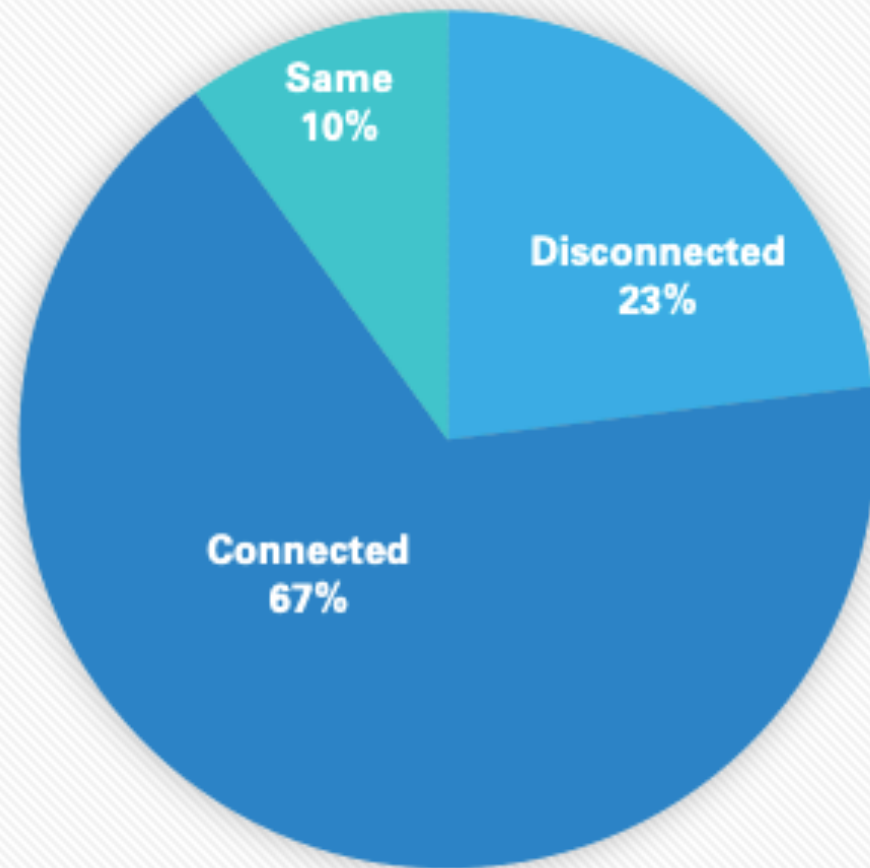
Concerns that teens wouldn't  
be able to meet their social  
needs during COVID

What would this mean for  
long-term developmental  
health?

## Connecting with others 2020

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When asked to describe, in their own words, how they were getting along and connecting with others since the start of this school year:







**49%** mentioned the importance of technology

## Example Quote:

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### Grade 10 girl:

*I have been messaging and video calling all my friends. I miss seeing my friends, but connecting with them online has made it ok and I am not lonely.*

### Grade 12 boy:

*Virtual connections have enormously grown, existing connections have been strengthened, relationships (family and friends) have been deepened, and our appreciation for every and each thing there is has increased.*

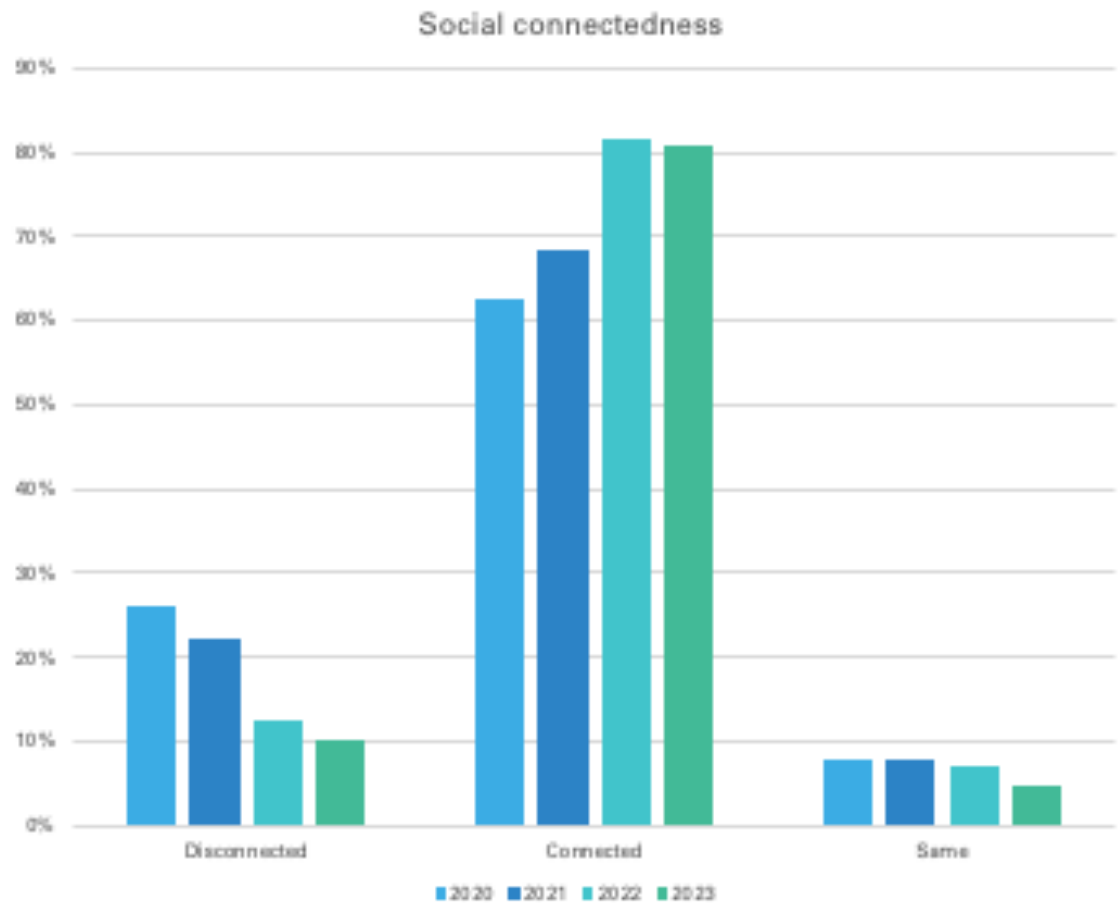




By 2021, only **17%** mentioned the importance of technology.

# Connecting with others

When asked to describe, how they were getting along and connecting with others since the start of this school year:





## Profile of the Socially Disconnected Teens

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More struggles with mental health  
(anxiety, depression, stress)

Poor relationships with friends and family

Lower sense of school belonging



# Socially Disconnected Youth

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## **Grade 11 boy:**

*Ever since COVID-19, the quality of my school experience has decreased. This is due to the not only classes and school systems, but the ability to connect with others within the past few years. I feel that I no longer want to make any more friends or get myself out there as I am accustomed to being by myself at home with my devices.*





## Screen time and Mental Health outcomes

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Excessive screentime is often a symptom of a larger underlying problem.

# Household Battles about Screen

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Parenting from a place of fear leads us to be overcontrolling

Kids resist this control – they want autonomy over their personal lives

Outcome: Damage the parent/child relationship and technology-use goes underground or they don't come to us for help





The most powerful  
tool to support your  
teen online is the  
relationship you have  
with them.



# Thank You!

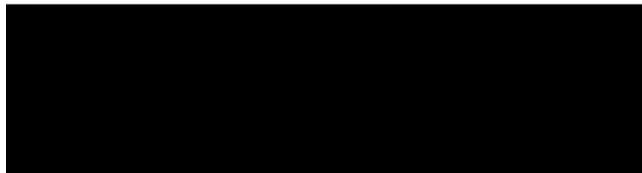
CyberTeens Report: <https://dctech.ecps.educ.ubc.ca/cyberteens-w3-report/>

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VSB PERSONAL  
DIGITAL DEVICE  
POLICY



The greatest video humanity has ever produced





LET'S BE LEARNING  
FOCUSSED





GOTTA LOVE LARRY CROWE!



## A *REAL* EXAMPLE....

- 42 notifications in 1 hour = 1 notification every 1.43 minutes
- Constant Context/Focus Switching

*Digital device policy is about learning,  
focus and attention*

## ROGER FEDERER, DARTMOUTH, 2024

*“when you are playing a point, it has to be the most important thing in the world and it is. But when it’s behind you, it’s behind you. This mindset is really crucial because it frees you to fully commit to the next point and the next point after that, with intensity, clarity and focus.”*

What are students (people in general) missing out on from digital distractions?

## IMPACT OF YOUR PHONE ON YOUR RELATIONSHIPS



- IMPACT on the QUALITY your relationships – with yourself and others
- IMPACT on our own ability to focus and be attentive

An illustration depicting the online consumption of adolescents' attention. It features a central cluster of social media icons including Facebook (f), Google Plus (g+), a thumbs down, a thumbs up, a RSS feed, a speech bubble with '12', and a Twitter bird. To the left, a hand holds a pink megaphone, and another hand types on a keyboard. To the right, a large stylized face with a hand near its ear looks towards the icons. The background is a gradient from light to dark grey.

# ONLINE CONSUMPTION OF ADOLESCENTS' ATTENTION

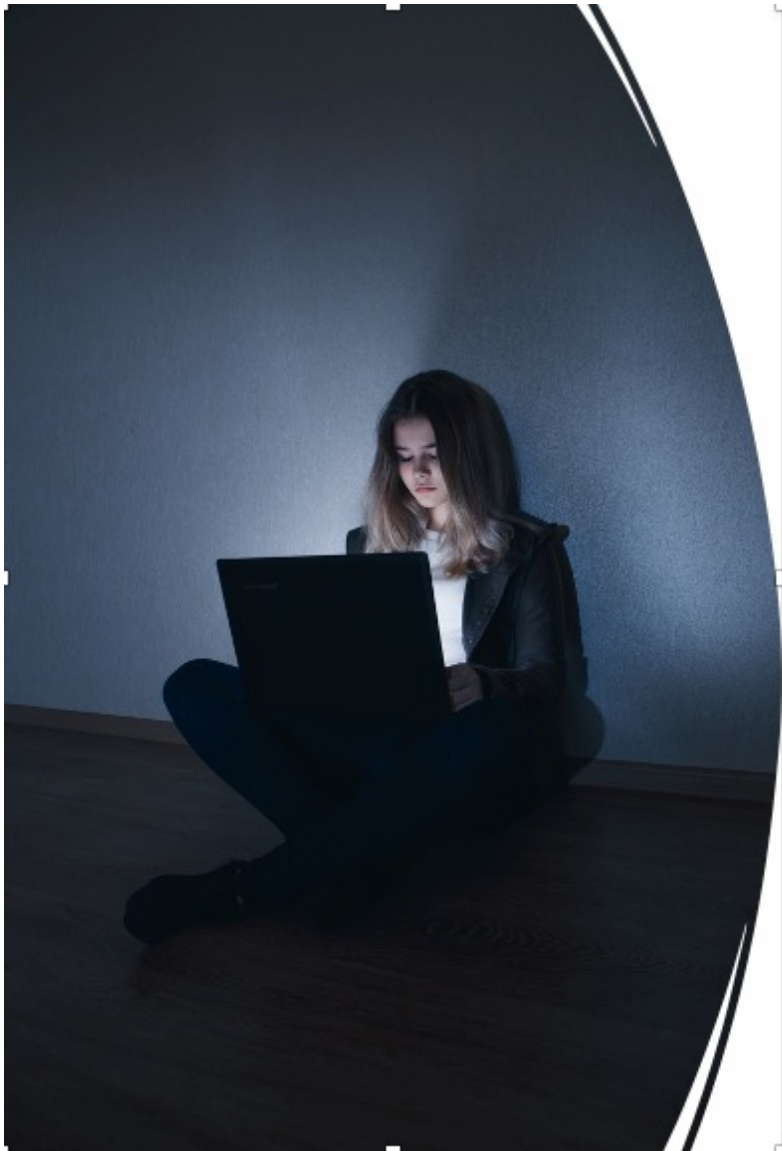
# Safe and Caring School Department

Todd Schleyer (he/him/his)

Vancouver School Board

[tschleyer@vsb.bc.ca](mailto:tschleyer@vsb.bc.ca)





# What Parents & Teens Need to Know: The Online Consumption of Our Attention

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The online consumption of attention refers to how digital platforms and social media are designed to capture and hold our focus for as long as possible.

# The Hook Model and the Attention Economy: A Double-Edged Sword:



**The Hook Model:** A cycle of triggers, actions, rewards, and investments designed to keep users coming back.

**The Attention Economy:** These platforms profit from the time users spend on their sites. The more time users engage, the more ad revenue they generate.

# The Impact: The High Cost of Online Attention Consumption

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- Decreased focus and attention spans.
- Difficulty with real-life tasks requiring sustained attention.
- Increased impulsivity and decreased self-regulation.
- Even addiction-like behaviors.

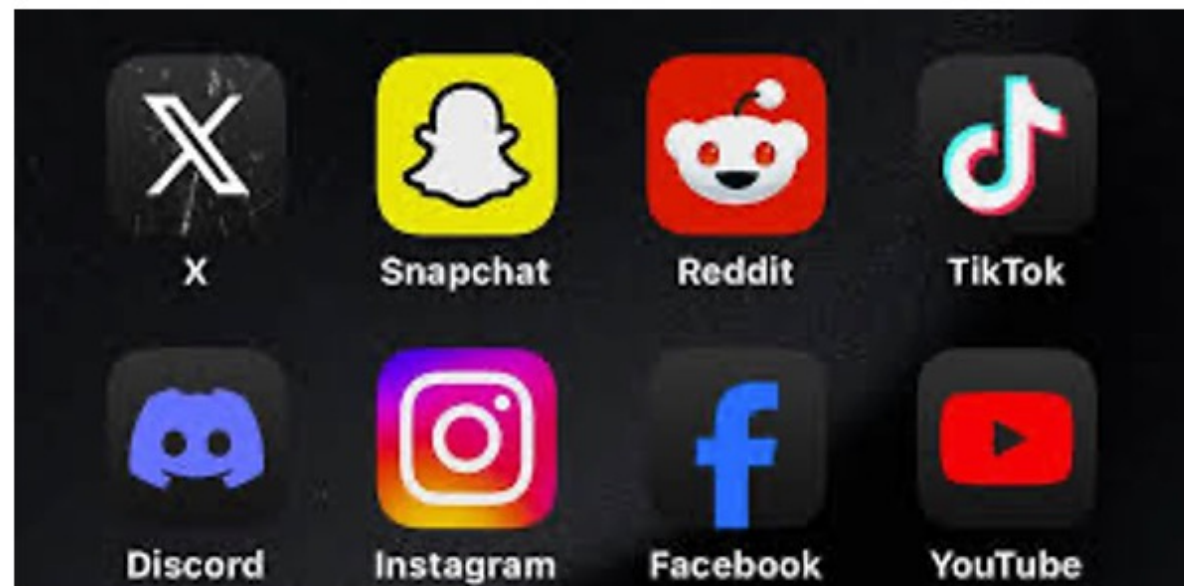


# The Most Powerful Social Media Platforms & Their Risks

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## Platforms:

- Instagram
- TikTok
- Snapchat
- YouTube
- Facebook
- Discord
- X
- Reddit





# How Teens & Families are "Sucked In"

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- Constant notifications and fear of missing out (FOMO)
- Social validation through likes, comments, and followers
- The allure of curated and often idealized online personas
- The addictive nature of short-form video content & endless scrolling
- Specific Risks**
- Sharing of inappropriate pictures and sexting
- Unwanted contact from strangers and online predators
- Cyberbullying and online harassment
- The unfiltered and permanent nature of online content
- The commodification of personal data



# From Awareness to Action: Empowering Change

- How can we, as a community, actively contribute to creating a safer and more supportive digital environment for our youth?
- Imagine the internet was brand new. How would *you* design it to be a positive and supportive place for all people?

## Remember this

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today” - Malcolm X





## **Your kids need to know what to do if they are worried**

1. Immediately block and stop all communication
2. Refuse to give in to threats by sending more images or paying money
3. Keep the correspondence to show those who can help
4. Ask for help from parents, teachers, or another safe adult
5. Report it to [Cybertip.ca](https://www.cybertip.ca) or the police
6. Get help removing it from the internet at **NeedHelpNow.ca**





BALANCE










SLEEP SCHEDULE

ACTIVITIES WITH OTHERS





ACTIVITIES WITH OTHERS  
ATHLETICS  
MUSIC/DRAMA/ART  
HOBBIES/CLUBS

A man with a shaved head, wearing a dark t-shirt, is seated in a green chair at a wooden table. He is speaking into a microphone. A clear water bottle is on the table. The background is dark. The text "People who play" is overlaid on the image.

**People who play**

Dr. Daniel Amen

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# Resources



## Available resources



### [Canada.ca/child-exploitation](https://www.canada.ca/child-exploitation)

The official Government of Canada page for OCSE information and resources

### [Cybertip.ca](https://www.cybertip.ca)

Canada's tip line to report online child sexual exploitation

### [KidsHelpPhone.ca](https://www.kidshelpphone.ca)

Confidential help for Canadian youth by phone, text or chat

### [NeedHelpNow.ca](https://www.needhelpnow.ca)

Assistance for youth dealing with shared sexual images or videos



erase|Report It

Anonymous  
reporting tool  
for  
students

If you **see** something...  
Please **say** something...  
And we will **do** something!



STILL  
HAVE  
A  
QUESTION?

